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ABSTRACT

Grand View College, a small two-year Lutheran liberal arts college in Des Moines, Iowa. has begun to work toward implementing a baccalaureate degree program in nursing and to consider offering baccalaureate degrees in other fields. To determine the feasibility of offering such programs, the college developed a long-range plan for college development. This report presents the following information: (1) a description of the present status of the college (student characteristics, degrees granted, and programs offered), (2) a list of the overall institutional commitments and goals, (3) a list of the guidelines used in determining college priorities, (4) a discussion of the proposed plans for the various academic departments, (5) descriptions of the long-range plans for improving faculty development, library services, the athletic department, student services, and educational evaluation techniques, and (6) a review of the financial status of the institution and a consideration of future financial needs. Appended are a planning process flow chart, a list of the assumptions made in planning, and a list of the goals for which all groups involved in academic planning will be held accountable. (DC)

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FIVE-YEAR PLAN

GRAND VIEW COLLEGE

1975-1980

May 8, 1975

GRAND VIEW COLLEGE
A College of the Lutheran
Church in America
1200 Grandview Avenue
Des Moines, Iowa 50316

JC 760 086

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CHAPTER I

INTRODUCTION

The Five-Year Plan sets forth the content and sequence of the steps to be taken during the five-year period, 1975-76 through 1979-80, to satisfy the commitments and to reach the goals of Grand View College. The establishment of the Plan started with a review of those commitments and goals, proceeded through a detailed study of the College as it now exists, and concluded with proposals for a year-to-year progression. To insure their effectiveness, the Plan also provided for regular re-examination each year for a new five-year period.

Great impetus was given to the regular College planning efforts when Grand View was encouraged to work toward adding a baccalaureate degree in Nursing. A detailed self study of the institution, the forerunner of an application for accreditation of the new degree by North Central Association, led naturally into long-range planning for the future of the other areas of the College.

This was an ideal time--after the period of taking stock of the present situation--to consider innovative programs, needed improvements in scheduling, classroom techniques, and related fields.

The Board of Trustees, well aware of the importance of these matters, authorized the establishment of a Planning Commission to act as interpreter and guide in the construction and implementation of a Five-Year Plan.

The Planning Commission set about its task by examining the College Commitments, adopted by the Board of Trustees in 1973. These commitments then were expanded, amended, and interpreted by the Self-Study Workshop, and returned to the Planning Commission for re-examination and approval.

And thus the activities and investigations continued cooperatively, the faculty, the administration, and the Planning Commission working together to consider new programs and to polish old, but practical, procedures.

A. RATIONALE

Although any educational institution in modern times must expect quick adjustment to rapidly changing situations, some semblance of a firm, underlying structure must be maintained to give reason and stability to the college program. As best an institution can, it must look into the future to anticipate coming needs and to plan for satisfying those needs, meanwhile keeping firmly in view the commitments and goals of the College. Then, too, long-range planning gives the concerned members of the institution, the Board members, administration, faculty, and students a sense of direction. This sense of direction includes a foreseeable goal and builds confidence that, with the proper effort, that goal can be reached.

That proper effort, of course, includes examination of current programs for possible upgrading, detection of the need for new programs, and the determination of their content. Programs must be relevant and often innovative for the best interests of the student, our main concern; and as the rapidly changing world about us broadens the perspectives, interests, and ambitions of the student, we must provide whatever changing curriculum he needs to meet these challenges.

And in these particular years, Grand View College will be additionally pressed because of the proposed baccalaureate degree in Nursing--a degree whose overall effect will reach into every department of the school. It is difficult to judge the full impact of this development.

For all of these reasons, and others, the Board of Trustees authorized the formation of a Planning Commission to provide an agency for long-range planning.

B. METHODOLOGY

The planning Commission was composed of members of the Board of Trustees, the Administration, Division Chairmen, a faculty representative, community representatives, and student representatives. (Appendix A)

The academic planning proceeded under the direction of Dr. Tom Fischer, Dean and Vice-President of Academic Affairs.

Working with department heads and various faculty members in their divisions, the division chairmen took charge of division planning.

Planning for Supportive Services was conducted by members of the individual areas, under the direction of President Langrock.

(Flow Chart, Appendix B)

Dr. James Etchison, coordinator during the first semester, prepared a Planning Manual. The Manual contained material from the Self Study, a list of previously established commitments and goals, assumptions pertaining to the external environment, (Appendix B) other pertinent material, and a plan of procedure. Professor Cleo Williamson, coordinator during the second semester, continued the work outlined in the Planning Manual.

A Steering Committee, not provided for in the original plans, was added when circumstances showed a need for a committee to screen and co-ordinate proposals for additional changes. The regular standing committees and several ad hoc committees also functioned as part of the process.

In addition, primary responsibilities for certain goals were assigned to particular groups; and accompanying these changes was the outline of the procedure to be used in the planning process. (Appendix D)

Generally speaking, topics covered what is currently being done in the existing academic program, in terms of the parameters previously developed. Questions such as the following were considered: Are the existing courses aimed toward their stated objectives? Are they reaching their goals? What are the teaching methods? Are they up to date? What additions to or changes in the present programs should be made?

Library research, conferenceswith faculty members of other institutions, group discussions, and individual questionnaires and check sheets, as well as student input, made up the bulk of the information assembled.

CHAPTER II

PRESENT STATUS

In the fall of 1974, there were 449 women and 442 men enrolled in the College, 336 of them as part-time students.

All of these, except 110 dormitory students, were commuters.

Foreign students numbered 19; out-of-state students, 51; and minority groups, 38.

One hundred four were married; sixty were veterans.

The student body consisted of many religious groups, the majority being Lutheran, 166; Catholic, 158; and Methodist, 128.

Regarding ACT scores, students entering Grand View had a high rating in the area of academic excellence, despite the College's "open door" policy on admissions. Freshmen registering in the fall of 1974 had an average ACT score of 20.2.

Of students entering college for the first time, 24% ranked in the upper one-fifth of their high school graduating class; 68% ranked in the upper three-fifths of their class; and only 5% ranked in the lower one-fifth.

An estimated 75% of the students held full- or part-time jobs.

Grand View grants an Associate in Arts degree in the Humanities, Social Studies, Natural Science, or the area of General Studies. It also grants a Three-Year Certificate to those who complete the requirements of the Three-Year Program.

The College now has three main divisions: Humanities, Natural Sciences, and Social Studies. At the installation of the Nursing Program, a Division of Health Professions will be added.

The Division of Humanities includes the Departments of Art, English and Journalism, Foreign Languages, Music, Philosophy, Physical Education, Religion, and Speech and Theatre Arts.

The Division of Natural Sciences includes the departments of Biology, Chemistry, Engineering, Mathematics, Physical Science, and Physics.

The Division of Social Studies includes the departments of Business Administration, Economics, Education, Georgraphy, History, Political Science, Psychology, and Sociology.

Grand View also offers a number of special programs:

1. The Three-Year Program provides the first three years leading to a baccalaureate degree in Art, Biology, Drama, Elementary Education, English, Political Science, Secondary Education, or Speech.

Eight other colleges and universities cooperate in this plan, providing the fourth year of academic work, and granting, at the close of that year, a baccalaureate degree to those who have satisfied the requirements.

2. The January Term or Interim, a one-month's period between the fall and spring semesters, provides opportunities for modular study in certain courses from the regular curriculum, and also innovative courses not ordinarily given during the school year. The offerings include field trips, seminars, and experimental courses, as well as some standard subjects.

3. Summer School at Grand View is divided into two sessions, both sessions being taught largely by members of the regular faculty. Certain standard courses of all three divisions make up the curriculum.

4. Evening College follows somewhat the same plan as Summer Session as regards faculty involvement and curriculum. The student body is made up largely of young men and young women who are usually employed locally.

5. The International Studies Program began about three years ago when Grand View joined a consortium made up of Central College, Waldorf College, and Ottumwa Heights. The purpose of the program is to help native students and those of foreign countries to reach a better understanding of their various cultures. The program provides, in addition to academic work, opportunities for study in foreign lands, particularly in England, Germany, France, Spain and Mexico.

6. Telecommunications is a relatively new field at Grand View. With access to new equipment in a separate center on the campus, the College has recently been able to offer additional new courses in this field.

7. Continuing Education develops and administers non-credit and extra-mural programs of all types for a variety of interest groups. To date, focus has been on church-related events. The program is relatively new, but already, through a number of innovative projects, it has demonstrated its importance to the College.

8. The Art Department, long able to provide adequate instruction to both two- and three-year students, has increased its scope considerably within the last few years through a cooperative program with the Des Moines Art Center. Although a more comprehensive plan and general expansion are still in the planning stage, Grand View students already have access to the many benefits, specialized classes, and instruction at the Center.

9. The Des Moines Area for Higher Education Consortium, which includes Grand View, Des Moines Area Community College, and Drake University, has obtained federal funding for a joint counseling service. A full-time staff person gives supportive counseling to academically, socially, and physically handicapped students. On a part-time basis, these services are also available to other students.

10. Independent study opportunities are provided the students according to their needs and interests. Most departments make provisions for students who wish to progress on their own in research or field work in selected topics. It is expected that these opportunities will grow as time passes.

CHAPTER III

GOALS FOR THE FUTURE

The starting point in the planning process required serious consideration of the commitments of the College; but because the Commitments are discussed in detail, pp. 6-12 in the Self Study, no further description is given here. However, it may be briefly stated that the Commitments represent the very heart of the School, its standards, its expectations, its ideals.

THE COMMITMENTS OF GRAND VIEW COLLEGE

1 -- To create daily a learning environment that will best help the student, given his natural strengths to form for himself a fuller and more satisfying life.

2 -- To create daily a learning environment in which service to mankind and society is of constant concern to faculty, students, and staff; and the motivation for work and study.

3 -- To provide a program of quality higher education at reasonable cost in which students may test their abilities, determine and pursue their career interests, and move on to advanced study or employment, well prepared for further successful endeavor.

4 -- To provide an opportunity for students to learn and experience the dignity of work and study, relating the two in cooperative work-study arrangements.

5 -- To create daily a learning environment that will foster a sense of personal identity and worth.

6 -- To create daily a learning environment that will provide an opportunity for individual creative expression in work and study.

7 -- To create daily a learning environment that will provide an understanding of the Judeo-Christian ethic as a reference framework within which value judgments may be made concerning the matters of everyday life.

8 -- To serve the Church and the Community through education and other services appropriate to their current needs.

As a more explicit, detailed expression of the general commitments, the following goals were established:

GOALS

1 -- Develop with great discretion Certificate, Associate, and Baccalaureate programs in addition to Nursing which seem feasible and are consistent with the purposes of the College, and do not fragment or jeopardize the Nursing program.

2 -- Actively recruit qualified students with varied cultural, economic and national backgrounds to enhance the learning environment, involving faculty as much as possible.

3 -- Explore alternative curricular and teaching models and incorporate into our program those which show great promise.

4 -- Maintain a student-faculty ratio of less than 20 to 1.

5 -- Expand and organize library and other media holdings to keep pace with and support curricular development.

6 -- Encourage faculty development through a sabbatical leave program and tuition grants to the extent possible.

7 -- To maintain an enrollment not to exceed 1000 FTE but sufficient to be academically and fiscally viable.

8 -- Maintain and improve physical plant to meet the needs of program development.

9 -- Cooperate with existing agencies in program development.

10 -- Cultivate commitment to service among faculty and staff.

11 -- Encourage students to participate in volunteer activities -- also advise regarding entering service occupations.

12 -- Maintain reasonable cost through wise short- and long-range planning, disciplined operation and increased voluntary contributions and grants.

13 -- Upgrade our academic and personal counseling program to minimize student attrition and provide for career counseling and placement services.

14 -- Create a pattern for continuing institutional research.

15 -- Maintain and/or improve academic standards and integrity of the institution.

16 -- Identify those areas in which work-study and/or field experience arrangements are possible and institute the programs which prove feasible.

17 -- Foster a curriculum which enriches life for students and faculty and provides an opportunity for personal expression.

18 -- Foster an appropriate set of co-curricular activities (clubs, projects, etc.) which enrich life for students and faculty and provide opportunity for personal expression.

19 -- Determine and adopt ways of encouraging individual creative expression in each course of study.

20 -- Undertake a study to discover additional ways in which this Commitment can influence the curriculum and life of the College.

21 -- Determine on a continuing basis the needs of church and community in Continuing Education and program accordingly.

22 -- Host church, professional and community groups for meetings, workshops, conventions, etc.

CHAPTER IV

PLANNING PARAMETERS

The great difficulty in making plans lies in the lack of ability to see into the future; but as best the faculty members and administration could, they considered the past history of the College, its commitments, and goals, its present circumstances, the era in which we live, and the general temper of climate of the nation, in making assumptions about the life of the College, physically, financially, and educationally over the next five years.

During a very early stage in the planning process, certain general policies had been developed by the College; and with the approval of the Planning Commission, these set parameters for future planning. The development of general policies included three areas: academics and related areas; priorities; and projections.

First: Consideration was given to academic goals, teaching methods, the College calendar, Modular Scheduling, size of student body, make-up of student body, faculty, supportive staff, supportive services, community service, administrative structure, physical plant, budget, tuition, and recruitment policies. (Appendix E)

Second: Guidelines for priorities took into consideration what was most important in the conducting of the College. Faculty evaluation determined the factors to be used in deciding which potential programs would have priority for establishment:

A. Very Important:

1 -- Importance in meeting the official commitments of Grand View College.

2 -- Distinctive importance for Grand View College.

3 -- Evaluation in terms of "readiness" for development:

a. What would it cost to improve the given department?

b. Does the department have basic facilities, faculty, physical space, equipment, etc., to develop rapidly and soundly?

c. Is the faculty ready to move on this development?

d. If faculty resources are not adequate, are new personnel available?

e. Are the supporting services and disciplines available?

f. What is the potential for external funding (grants, etc.)?

g. Are there special considerations pertinent to individual departments?

4 -- Importance in terms of meeting Des Moines area community needs.

5 -- Importance for an urban-oriented college.

6 -- Importance in terms of competition with existing programs in the Des Moines area.

B. Important:

1 -- Importance for a college related to the Lutheran Church in America.

2 -- Importance for a liberal arts college.

3 -- Importance for a college the projected size of Grand View College.

4 -- Importance for a college in the Iowa spectrum of higher education.

5 -- Importance for the general posture and to other programs of Grand View College.

6 -- Influence as measured by total student credit hours taught (projection of number of students multiplied by credit hours).

7 -- Influence as measured by the projected numbers of majors.

8 -- Importance in terms of meeting needs of the vocational-professional "market" in the Des Moines area.

C. Important, but Not Essential:

1 -- Importance for a church-related college.

Third: Enrollment projections by departments and for the College as a whole were made, projections for the latter being reproduced here. It will be noted that although by 1980 enrollment in Liberal Arts will have declined from 700 to 550, Nursing enrollment will have climbed from 5 to 305. (For Department projection, see Appendix F.)

ENROLLMENT PROJECTIONS 1975-80

Grand View College

Full-Time Equivalent

Year	Liberal Arts	Nursing	Total	Tuition
1973-74	700		700	$1,200
1974-75	650	5	655	1,300
1975-76	580	50	630	1,400
1976-77	550	165	715	1,500
1977-78	550	230	780	1,600
1978-79	550	290	840	1,700
1079-80	550	305	855	1,800

Nursing Program

	74-75	75-76	76-77	77-78	78-79	79-80
Freshmen		30	70	80	85	90
Sophomore			60	55	65	70
Junior				50	45	55
Senior					45	40
Upgrade I	5	15	20	25	25	25
Upgrade II		5	15	20	25	25
Totals	5	50	165	230	290	305

CHAPTER V

ACADEMIC PROGRAM PLANNING

With the organization and methods of procedure established, faculty members began their research, looking for new ideas, improvements on old methods, new types of scheduling and various approaches to academic problems. The library provided much source material, which was examined by faculty members and some fifty students who were interested in the project.

To relate the findings of the research to the present programs as well as the future, the three divisions held discussion meetings and arranged for in-depth investigation of innovative ideas which might prove practical for Grand View classes. These findings appear on later pages.

To facilitate examination of existing programs, division heads distributed check lists so that faculty members could systematically record their assessment of their classes in relation to fulfillment of objectives, effectiveness of teaching methods, progress toward goals, response to commitments, and needed improvements.

According to a summary of the check lists, faculty members, considering their own classes, believed generally that they were meeting objectives of their courses, that most courses were needed, that instructors took note of student input, and that most were teaching in their area of competence.

Several reported wide use of existing agencies, being particularly effective in working with the state legislature, welfare services, public entertainment, or fine arts projects.

The check list also included space for notation of current enrollment projections in relation to number of sections needed; new teaching methods to be used in the future; efforts to increase use of existing agencies, and the possibility for establishment of more cooperative education projects. Needed materials and equipment and plans for their acquisition were noted.

In addition to the many plans resulting from the research project, as shown on the check lists, brainstorming within the divisions brought out other ideas relating to wider areas:

Many faculty members expressed interest in modular scheduling; several departments felt that it was practical to work toward the establishment of a four-year baccalaureate program in other departments besides Nursing; Cable TV might hold public relations as well as academic benefits for Grand View; some Cooperative Education goals might be reached through College programs; and more inter-disciplinary courses were needed.

President Langrock, noting this wide range of topics to be acted on, established a Steering Committee for Planning. The duties of this committee were to consider proposals, provide direction, and set priorities.

The Steering Committee for Planning included President Langrock, chairman; Vice-President of Academic Affairs, Dr. Fischer; Vice-President of Finance, Harry Jensen; Vice-President of Development, Clint Schroeder; the Division Chairmen; and the Coordinator.

This Committee began to function during the Winter Term.

At an early February meeting, the Steering Committee received proposals from the three divisions and set priorities for further study.

Guidelines for developing priorities for programs had been established during the Self Study and were based on consideration of degree of importance to the College and to its constituents.

They also included consideration of readiness for development, existing programs in the Des Moines area, general posture, the Iowa spectrum of education, professional "market" of the Des Moines area, and others.

Assignment of priorities for this particular period was based on:
Number 1 -- a Mini-Feasibility study to be completed by June of 1975.
Number 2 -- a Mini-Feasibility study to completed during 1975-76.
Number 3 -- a Mini-Feasibility study to be completed sometime after 1975-76.

In the event a Mini-Feasibility study indicated that a particular program might be desirable, a complete Feasibility Study would be made at a later date.

As a result of decisions by the Steering Committee for Planning, the development for the Divisions will be along the following lines, during the next five years:

Nursing

Concluding after long study and observation, that one of the major needs of nursing education in central Iowa is the baccalaureate program, Grand View

College set about a feasibility study to determine whether Grand View could supply that need.

Through feasibility studies of needs, historical background, curriculum, faculty, facilities, fiscal aspects, and other pertinent areas, it was decided that Grand View should make application for accreditation by North Central Association for a four-year baccalaureate program in nursing.

Recommendations for the establishment of this degree were:

Division of Health Professions

1. With the final conclusion of the Agreement between Iowa Lutheran Hospital and Grand View College, whereby Iowa Lutheran Hospital agrees to phase out its present diploma program and make its clinical facilities available for the education of the Grand View College nursing students, it is recommended that a baccalaureate degree program in nursing be established at Grand View College. For this purpose a Division of Health Professions containing a Department of Nursing should be added to the College organizational structure.
2. It is recommended that both the generic program and the program for students with advanced standing be instituted simultaneously.
3. It is further recommended that the program offered in nursing be of high caliber to insure competent graduates and to meet the accrediting criteria of the National League of Nursing.
4. Is is recommended that funding be sought from Federal sources, private foundations, and the local central Iowa constituency.

Specific details are included in the Feasibility Study.

Modular Scheduling

Such a large percentage of the faculty expressed interest in a Modular Program that the Steering Committee for Planning assigned a Number One priority for the investigation for this plan. This assignment had been preceded by the reports of an ad hoc committee, and by visits of members of the Administration to several institutions using the plan.

Directions were given for a mini-feasibility study on the suitability of such a program for Grand View, the study to be completed by May 1, 1975.

Cable TV

On May 9, 1972, representatives of Grand View College, Drake University, and the Des Moines Area Community College met with officials of Hawkeye Cablevision to discuss the potential educational uses of cable television in the Des Moines metropolitan area. Subsequently, the Des Moines Area Consortium for Higher Education agreed that all involvement in cable television programming by the three institutions would be on a cooperative basis, co-ordinated by the Consortium. This arrangement was formalized in an agreement entered into on March 18, 1974.

The Consortium has appointed a co-ordinator for Programming, and a sub-committee on cable television. Clint Schroeder of Grand View is chairman of the sub-committee, and currently is the programming co-ordinator. Perry Garner also is a member of the sub-committee.

Investigation of the area of cable TV was given a Number One on the priority list.

Academic Programs

The Humanities

Certain departments, already offering a sufficient number of upper level courses to provide a major in their field, proposed that the College proceed as soon as practicable to establish baccalaureate programs in other fields besides Nursing.

Such proposals must certainly be considered carefully, particularly since one of the goals of the College includes approaching "with great discretion" any program which might jeopardize the Nursing Program.

Such proposals from the Division of the Humanities included:

Art, a department having the required number and level of courses, and, through cooperation with the Des Moines Art Center, access to materials and faculty needed for such a development, proposed a baccalaureate degree in its area.

The proposal was given a Number Two on the priority list.

English The English department, like the Art Department, has the required courses for the Baccalaureate degree. A mini-feasibility study would indicate, among other things, whether there is a sufficiently large and qualified faculty for such a program, and whether the number of students majoring in English would justify the addition of another year to the schedule.

This proposal was given a Number Two on the list of priorities.

The Department of Speech and Theatre Arts reported a sufficient number of courses to justify an investigation into the practicality of a baccalaureate in Speech/Theatre. This department has somewhat the problems and potential as the two listed above. The Steering Committee gave this proposal a Number Two on the list of priorities.

The Reverend Don Zinger and at least one member of the Humanities Division will give special attention to the establishment of an interdisciplinary course which will stress values; and Mr. Zinger's original proposal will be thoroughly studied and perhaps revised and adopted in part or in whole. A Number Two on the list of priorities was designated.

Social Studies

Regarding an American Studies baccalaureate, some part(s) of the Humanities would be involved. The Division Chairman stated that this degree would be easy to implement. It appeared that a sufficient number of qualified faculty members would be available. This proposal was given a Number Two on the priority list.

Also given a Number Two on the priority list was the mini-feasibility study of both a four- and a three-year baccalaureate degree in Political Science.

Natural Science

A baccalaureate degree in Biology would be tied in with the Nursing program. The proposal contained the provision that this degree be implemented no earlier than the fall of 1978. It was given a Number Two on the priority list.

Regarding the proposal for an Inter-Disciplinary baccalaureate (problem-oriented) degree, two majors would be involved. This program would probably be handled somewhat the same as an American Studies baccalaureate. This was given a Number Three on the list of priorities.

The Future of Other College Programs

The Three-Year Plan

It is expected that the Three-Year Plan will continue until Grand View, itself, is able to grant degrees in major fields. Anticipated changes concern, at present, only those needed to match the cooperating schools' curricula.

The Interim, or January Term,

will be phased out if the College changes to a full-scale modular program operating throughout the year. If there is no change, a study will be made to decide the practicality of requiring enrollment in the Winter Term. At present a proposal to add standard classes to the program is being considered.

Summer School

A one-year experiment will be conducted during the summer of 1975. At that time, only core courses will be offered, and no course will be withdrawn because of size of enrollment.

Evening College

Evening college will follow somewhat the same plan as the Summer Session. In addition, however, day students will be permitted to register in evening classes as a part of their regular schedule. Also, so far as possible, evening classes will be scheduled for one night a week, rather than two, a common arrangement in the past.

International Studies Program

The College expects to continue this program and will expand it as needs and opportunities arise.

Telecommunication

Co-operative education projects will be increased if possible.

Negotiations between the Hawkeye Cablevision Company and the Consortium now have reached the point where it is likely that a separate channel will be assigned for total programming by the Consortium institutions. When this becomes a reality, Grand View will have more than adequate access to cable television for a wide variety of programming.

Continuing Education

It is expected that focus on church-related events will continue and expand, particularly on an ecumenical basis. The largest growth is to be expected in programs for well-defined professional groups, e.g., in nursing, health care, social work, and community service. Business and industrial contacts will be sought within the capabilities of the College.

Classroom Procedures and Methods

Proposals relating to classroom procedures and activities are to be handled as follows:

A work-study plan is to be investigated by a committee of three, each Division to be represented by one member.

CHAPTER VI

SUPPORT SERVICES

For purposes of the long-range planning of the College, the Support Services included all the following areas: Academic Affairs, C.H.E.S.S., Library, Registrar, Finance, Development, Admissions and Financial Aid, Student Affairs, Campus Ministry, and the Athletic program. (Appendix G)

Together, the directors of these areas formed the Support Planning Committee. Each director, assisted by such ad hoc committees and helpers as needed, was responsible for the report on his own particular area.

Although an in-depth study of plans in the area of academic programming was conducted by the administration and faculty, and reported in Chapter V, Support Services logically included reference to the faculty and its future plans; for the faculty is the primary support group on which any academic program is based.

Following are reports on the various areas listed under the category of Support Services, beginning with the plan for faculty development:

FACULTY

Two assumptions underlie the plan for faculty development for the planing period: (1) that the faculty holds the key to the academic quality and success of an educational institution; and (2) that during a period of decreasing mobility on the part of faculty the danger of stagnation increases.

Working under these two assumptions, the following objectives are proposed for the faculty development program at Grand View College:

1. To achieve the highest possible level of teaching competence.
2. To encourage faculty to acquire terminal degrees.
3. To provide the incentive and opportunity for faculty to keep abreast of developments in his or her field as well as in higher education generally.
4. To develop a real "community of scholars" spirit - a spirit which is characterized by dialogue, sharing, brainstorming and co-operation between and among members of the faculty.
5. To explore additional ways of influencing the learning environment of the College that will provide an understanding of the Judeo-Christian ethic as a reference framework within which value judgments may be made concerning the matters of everyday life.

6. To improve communication and morale.

Specific programs designed to achieve these objectives will include, but not necessarily be limited to, the following:

1. Extensive use of the Sabbatical Leave program initially as an incentive for faculty to work toward terminal degrees or to develop new competencies. Hopefully, as many as ten faculty members will receive terminal degrees sometime during the five-year planning period. After this initial objective is achieved, the Sabbatical Leave program will focus on providing faculty members with an extended period of time for writing, course development, research or travel related to his/her field or responsibility or discipline. In other words, the focus will shift from a narrower degree orientation to a broader project-type or professional-enrichment-type orientation.
2. A carefully developed faculty evaluation program, the cornerstone of which will remain student evaluation of instructors.
3. A planned in-service program which will be organized along the following two principal lines:
   a. Formal programs for all faculty on areas of common concern. A standing faculty committee will have responsibility for planning and organizing these programs at least several times each academic year.
   b. Formation of a Campus Teaching Institute, the principal function of which would be to promote excellence in teaching. Participation by faculty will be on a voluntary basis.
4. Encouragement of faculty use of LCA loan grants for personal and professional development and project grants for experimental or outreach programs.
5. Making institutional funds available for faculty participation in professional meetings, conferences, or for graduate courses.
6. Continuing efforts to refine Participatory Management.
7. Making resource materials available in the faculty lounge and/or Library.
8. Providing time and opportunity for faculty who wish to work on special projects affecting teaching, courses, or work of the College.

9. Promoting an increasing number of informal social contacts among faculty.
10. Developing an orientation program for new faculty.

LIBRARY

During the coming five years, the Library will undergo many important changes, not only in acquisitions for the four-year Baccalaureate degree in Nursing, but also in improvements which will benefit the entire College. It is expected that additional books and periodicals, equipment and materials in the amount of approximately $22,000, as well as other expenditures, such as increased audio-visual aids and tapes, will be a part of the over-all budget. (Appendix H)

The Library staff plans to co-operate actively with the Telecommunications Department, especially through cataloguing and overseeing related printed audio-visual materials; to work with the faculty in a joint sponsorship of book and film discussions, emphasizing cultural values; to promote in-depth library orientation, possibly instituting a required course in this field; and through publicity, to increase student awareness of Library acquisitions.

Because of the continuing changing situation, resulting particularly from the Nursing program, its ramifications, and its effect on the College, the Library expects to re-assess its needs frequently, and to make whatever adjustments are expeditious.

ATHLETICS

At the present time, the College is engaged in varsity athletics on the Junior College level in the following sports:

Men's Basketball
Men's Baseball
Men's Tennis
Men's Golf

In the area of four-year college competition, Grand View College competes in the following:

Women's Basketball
Women's Softball
Women's Volleyball
Women's Gymnastics

In the years ahead, it will be essential that the College arrive at a basic philosophy regarding athletics on the competitive level and on the intramural level. Decisions that will be critical are those involving the direction the College will go regarding (1) two-year competition and four-year competition, (2) the magnitude of financial aid to be awarded for athletes, (3) the amount of money to be expended for the various sports and the total expenditure for athletics, and (4) the emphasis to be placed on intramural vs. varsity athletics in the budgeting of total expenditures.

In a five-year plan, the first item on the agenda must be a thorough study of the philosophy of the program, its effectiveness in serving the total student body, and its value to the College program as well as its value in the area of public relations through exposure of the College to the public.

STUDENT SUPPORT SERVICES

Student Support Services include the work of C.H.E.S.S., the Registrar, Admissions, Financial Aid, Student Affairs, and Campus Ministry.

A Sub-Committee appointed by the President for consideration of future plans for this area consisted of the directors of the Services. Having studied several different plans for the future activities of Student Support Services, the Sub-Committee suggested that an ad hoc committee be formed for further consideration and recommendation of plans.

The ad hoc committee, in conjunction with the members of the Steering Committee for Planning, adopted the following resolution:

"It is our plan and interest to upgrade our student support program to a higher plane. We will, for the 1975-76 year, hire a professional leader to help create the program of expansion, reorganization, and refinement of Student Support Services.

It is our goal to have a detailed outline of the new program by the May, 1976 Board meeting."

In planning the future of the Student Support Services, the ad hoc committee will review the study and recommendations of the Sub-Committee on Student Support Services, as well as those of Richard Weinberg.

DEVELOPMENT

John W. Leslie recently wrote that "All the evidence would indicate that revolution, not evolution, is needed in the management of institutional advancement programs --- programs that result in effective communications and financial support. Revolution is used in the sense of 'fundamental change,' as contrasted with the steady improvement of techniques and personnel training."[1]

The approaching "fundamental change" in Grand View's academic posture -- introduction of a baccalaureate degree program in Nursing -- in itself dictates a "fundamental change" in institutional advancement programs. Fortunately, the change in academic posture of the College brings with it new opportunities and resources for voluntary financial support, provided there is adequate, competent staff to take advantage of such opportunities.

As noted in the 1974 Self-Study Report, Chapter IV, page 16, "The sources of revenue for Grand View College are: 1) student tuition and fees, 2) church grants, 3) gifts from alumni, the Des Moines business community, and various foundations, 4) the Endowment Fund, and 5) federal grants." All five categories relate directly to planning for institutional advancement (development) activities.

If planning can be defined as "a thoughtful determination of future goals and objectives with a specific course charted by which to reach those objectives,"[2] then it is the means by which this College gains and retains rational control of its own destiny.

It is suggested that the Five-Year Plan must deal with:

1. Increased contributions for operating expenses (Annual Fund)
2. Increased gifts, current and deferred, to the Endowment Fund
3. Increased project support (Foundations and Federal)
4. Support role in student recruitment
5. Voluntary support needs and opportunities of new baccalaureate programs.
6. Capital needs
7. Staffing requirements

At this juncture, let it be clearly understood that the author does not purport this document to be a definitive Five-Year Plan for institutional development. The limitation of time and the absence of decisions in other

1 "Seeking the Competitive Dollar" College Management in the Seventies," ACPRA 1971, p. 39
2 Techniques, ACPRA, March-April 1970, p. 12

areas of planning renders such a task impossible. Instead, this document suggests a logical procedure to be followed in planning for advancement activities to be developed in the next five years.

Mr. Leslie, in the monograph previously referred to, suggests an eight-step process:

Step 1: Identify broad objectives and policies for the institutional advancement program.

Step 2: Define relevant trends which might affect the program.

Step 3: Identify specific communication and financial support activities and group them into program elements.

Step 4: Determine the basic approach and designate the staff person for each activity within the program elements.

Step 5: Establish objectives of various program elements.

Step 6: Review and revise various activities to conform to objectives of their respective program elements.

Step 7: Develop revised plans for each activity with program elements.

Step 8: Establish a control system.

Proposing a formalized approach to planning does not suggest a total absence of long-range planning in the past. Indeed, it has been an on-going process.

To assist in this process, the College in January 1974 engaged the firm of Gonser Gerber Tinker Stuhr to provide consultive services in admissions and development.

In the all-important area of personnel, the Vice-President for Development and the consultants discussed at length present and projected staffing requirements for an adequate institutional development program at Grand View College.

As a result of these discussions the consultants recommended that the current Development staff should include, in addition to the Vice-President for Development:

1. Director of the Annual Fund
2. Field Representative
3. Public Relations Associate (part-time)

At present, only one of these positions is filled (Annual Fund), and a second is under consideration by Administration and Board.

There is one area in which long-range planning has been developed -- start-up costs for the new Nursing program.

As stated in the Nursing Program Feasibility Study, "Funding of the Nursing Program becomes a major problem for the College, but it obviously must be faced squarely to insure the establishment and continuation of a program of high quality."

Projected gifts and grants needs for the program include a minimum of $80,000 in 1975-76; $60,000 in 1976-77; $40,000 in 1977-78; and $20,000 in 1978-79.

The initial effort in securing the necessary funds has been the development of a proposal submitted to the Department of Health, Education and Welfare for a three-year start-up grant of $719,965. A decision on this application should be forthcoming by mid-summer 1975.

In addition, fund-raising efforts have been initiated for funds to insure continuing support of the program. To date, this has resulted in gifts and pledges of $63,500.

As a contingency plan in the event Congress does not appropriate funds for start-up grants or our application is not approved, we have identified a number of foundations which, in the past, have had an interest in supporting new baccalaureate nursing programs. Should it be necessary to institute this contingency plan, proposals will be developed for presentation to such foundations.

As part of the continuing support program, proposals for more modest grants will be submitted to various foundations and business firms.

As previously noted, the acquiring of baccalaureate status and the implementation of the Nursing program will broaden the appeal of the institution for support by foundations and the business sector, and will open doors heretofore closed to Grand View as a two-year institution.

To take advantage of these new opportunities, it is suggested that the College administration begin immediately to implement the eight-step planning process; that all proposed new programs, academic and support, be carefully evaluated for possible development implications; and that discussion continue with the consultants.

In closing, a reminder from Mr. Leslie: "An effectively managed advancement program will constantly focus on institutional objectives and will not permit fund raising, special events, press releases, publications, or legislative resolutions to become ends in themselves."

SUPPORT PLANNING

Page 16 of the Planning Manual suggests that Goal No. 14, "Create a pattern for continuing institutional research," be assigned to the Vice-President for Development.

In response, the Development Office feels that the planning responsibility for institutional research should be assigned to the Dean's Office.

CHAPTER VII

FINANCIAL PLANNING

The five year budget herewith enclosed is based on the following assumptions:

Income

1) Enrollment projections as determined in the Grand View Self-Study and the Nursing Feasibility Study.
2) An increase in tuition rates of $100 per year during the five year period.
3) A gradual increase in gifts and grants.
4) A gradual increase in the number of students in the Residence Halls as the Nursing Program develops, as well as a slight increase in rates.
5) A grant from the Iowa Lutheran Hospital as reflected in the Feasibility Study and the contractual agreement with the Hospital.

Expenditures

1) An approximate increase of 8% per year in all costs.
2) No additional expenditures for new programs other than the Nursing Program.
3) Expenditures for the Nursing Program as detailed in the Feasibility Study, with the indirect cost charged to the program deducted from the total as designated.
4) No increase in Student Aid as it is assumed that any increase will come from outside sources not included in the Income Budget.

Conclusions and Summation

1) The beginning of the Nursing Program may result in two years of deficit financing. However, gifts and grants may be forthcoming in those years through the government programs and requests to Foundations.
2) The years 1977-78 and 1978-79 will show close to a balanced budget if the gifts and grants, and the income from Iowa Lutheran Hospital are realized.

3) The year 1979-80 will be a crucial year and will show a resumption of deficit financing unless enrollment can be increased beyond planned figures, and gifts and grants can be secured to a larger extent than shown.

Summation

1) As new programs develop in the next five years, the College must carefully consider the financial implications of all decisions during the planning process and make provisions accordingly.
2) A concerted effort in the area of gifts and grants must be generated, as it is essential that a greater share of the cost be realized through the gift dollar, as the increase in tuition rates built into the budget is perhaps the maximum in expectations of total income to be realized from that source, unless a differential tuition rate is deemed feasible for the Nursing Program.
3) An increase in enrollment over the projected number would mean additional income without a corresponding increase in expenditures and is another area that will require constant concern and effort.

Physical Plant

The present plant has been deemed satisfactory to meet the needs of the present program, but as planning proceeds the following should be noted:

1) At present we are not using our facilities near to capacity. The Science and Classroom Building has idle classrooms during the afternoon hours that could well be put into service. Laboratories can be better utilized, and will be as the Nursing Program develops.
2) The second and third floors of the Music Building (formerly the Women's Residence) are now used only occasionally, and can be utilized for the Nursing Program to great advantage with remodelling at a reasonable cost.
3) The present maintenance of facilities is considered average at best and increased expenditures in this area will be required if it is to be improved. The present Buildings and Grounds staff is not large enough to improve the situation, and future plans must call for an augmentation in the staff.

4) New buildings may be planned for in the future in two areas -- student services and the Fine Arts. These can only be planned if a total capital funds drive is initiated and a full scale feasibility study of the needs and possibilities is made.

	1975-76	1976-77	1977-78	1978-79	1979-80
REVENUES					
Educational & General					
Tuition	896,000	1,072,000	1,248,000	1,428,000	1,539,000
Tuition (Eve.)	55,000	59,000	63,000	66,000	70,000
Tuition (Summer)	45,000	48,000	51,000	54,000	57,000
Tuition (Interim)	20,000	20,000	21,500	23,000	24,000
Total Tuition	1,016,000	1,199,000	1,383,500	1,571,000	1,690,000
Other fees	30,000	30,000	30,000	30,000	30,000
Endowment	45,000	45,000	45,000	45,000	45,000
Gifts and Grants	195,000	210,000	225,000	240,000	260,000
Gifts and Grants (Nursing)	80,000	60,000	40,000	20,000	-
I.L.H. Agreement (Nursing)	-	40,000	80,000	120,000	120,000
Church	100,000	100,000	105,000	105,000	110,000
Other Sources	50,000	50,000	50,000	50,000	50,000
TOTAL EDUC. & GENERAL	1,516,000	1,734,000	1,958,500	2,181,000	2,305,000
Student Aid	40,000	45,000	50,000	55,000	60,000
Auxiliary Enterprises	230,000	245,000	260,000	280,000	300,000
TOTAL REVENUES	1,786,000	2,024,000	2,268,500	2,516,000	2,665,000
EXPENDITURES					
Educational & General					
Instruction	645,000	700,000	756,000	816,500	882,000
Nursing Program	92,000	301,030	411,024	532,714	581,024
Library	65,000	70,000	75,000	80,000	90,000
Student Services	120,000	140,000	150,000	162,000	175,000
Operation - Physical Plant	188,000	200,000	225,000	250,000	275,000
General Administration	93,000	100,000	110,000	118,000	127,500
Staff Benefits	100,000	108,500	117,000	126,000	136,000
General Institutional	145,000	157,000	170,000	192,000	212,000
Other					
Less Ind.cost to Nursing	-	(104,266)	(132,780)	(161,854)	(168,072)
TOTAL EDUC. & GENERAL	1,448,000	1,672,264	1,881,244	2,115,360	2,310,452
Student Aid	120,000	120,000	120,000	120,000	120,000
Auxiliary Enterprises	205,000	220,000	230,000	235,000	250,000
Less Mandatory Transfers	25,000	22,000	20,000	20,000	20,000
TOTAL EXPENDITURES	1,798,000	2,034,264	2,251,244	2,490,360	2,700,452
	(12,000)	(10,264)	17,256	25,640	(35,452)

CHAPTER VIII

EVALUATION AND ACCOUNTABILITY

For judging the effectiveness of plans, both old and new, a form of evaluation and accountability must be established; and this form must be noted at regular intervals in a specified manner. It was therefore decided that the following procedures will be carried out each year to provide an accountability process to various constituencies:

1) The Board of Directors shall receive a report on progress toward goals and plans already established from the Planning Commission at each of its three meetings and shall receive the updated five-year plan each year at the May meeting.
2) The Planning Commission shall meet at least once between meetings of the Board to receive recommendations and reports from the Administration/Faculty and from other Board committees.
3) The planning process internal to the College shall flow in such a manner that all interested and affected parties shall be informed and given opportunity to participate in deliberations prior to decision-making.
4) Accountability to the community (general public) shall be achieved through community representatives (two) on the Planning Commission and through the communication of Board-adopted proposals through development and public relations avenues.
5) Accountability to the Church shall be realized through representatives on the Board elected by the supporting Synods, through annual reports of the College to the Synod conventions, and through the Ambassador program on the congregational level.

CHAPTER IX

CONCLUSION

The foregoing represents Grand View's first comprehensive, long-range plan -- a plan for the next five years. It is a highly co-operative compilation, being the result of the efforts of some fifty members of the administration and faculty; and it is set down in one printed unit, so that all may have access to it.

It is not a final model for a five-year plan -- only the first; and it is expected that as time passes revisions will have to be made -- some plans abandoned, new ones formed.

As it stands, however, it points the way toward satisfying the commitments and reaching the goals of Grand View College, as directly as can be done from the present date and viewpoint.

APPENDIX A

MEMBERSHIP PLANNING COMMISSION

Administration:

Mr. Karl F. Langrock, Chairman
Dr. Thomas R. Fischer
Mr. Harry C. Jensen
Mr. Clinton P. Schroeder

Board Members:

Rev. Eugene Cedarholm
Mr. Robert Hudson
Mrs. Laurence Staples
Mr. Joseph Strasser

Division Chairmen:

Dr. Marvin Jessen
Mrs. Cleo Williamson
Mr. Wilber Williamson

Faculty Representative:

Dr. Thomas Rider

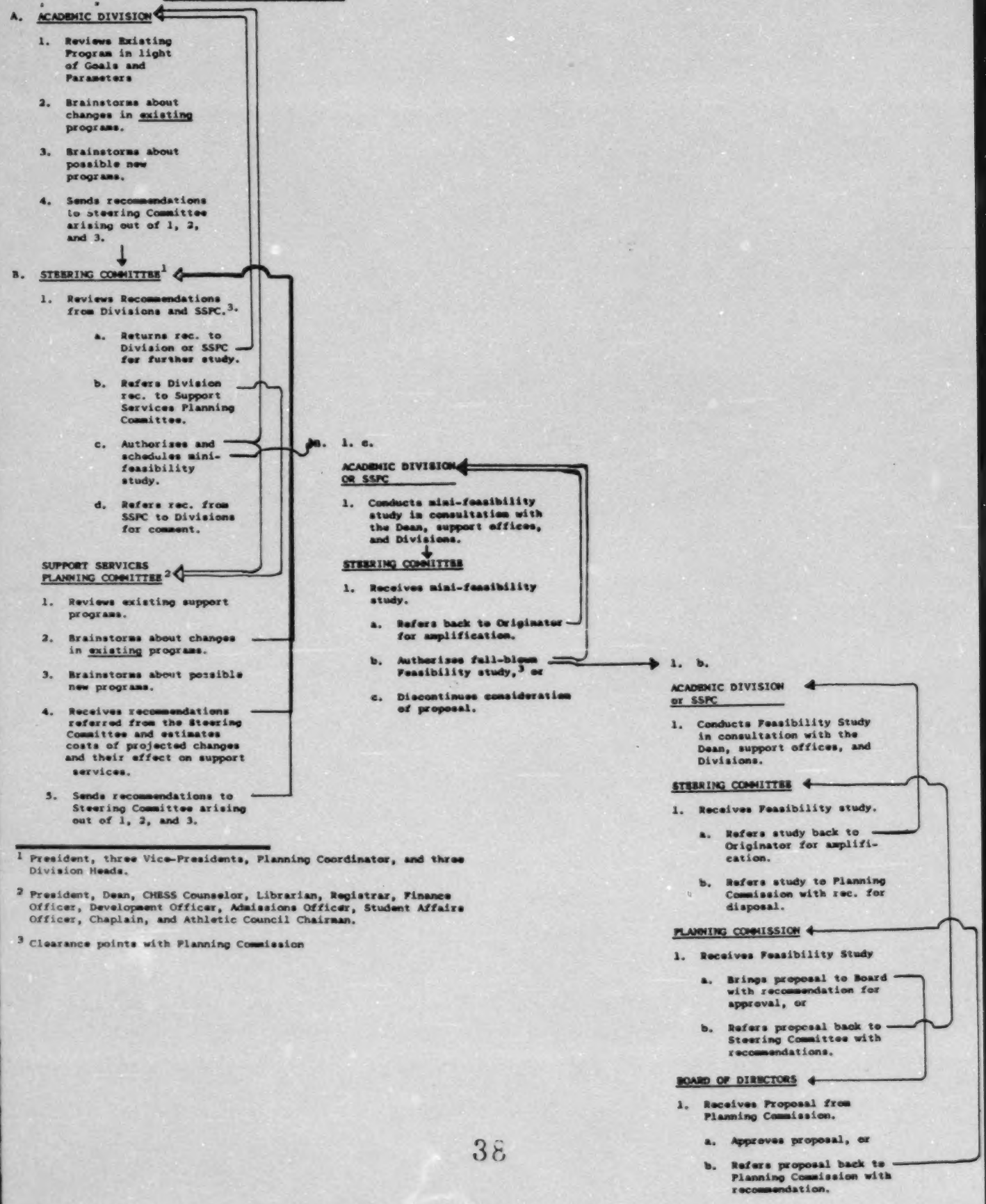
Community Representatives:

Rev. James Lenhart
Mr. James Wallace, Jr.

Student Representatives:

Mr. Thomas Christensen
Miss Karen Marck

PLANNING PROCESS FLOW CHART


A. ACADEMIC DIVISION
1. Reviews Existing Program in light of Goals and Parameters
2. Brainstorms about changes in existing programs.
3. Brainstorms about possible new programs.
4. Sends recommendations to Steering Committee arising out of 1, 2, and 3.
B. STEERING COMMITTEE[1]
1. Reviews Recommendations from Divisions and SSPC.[3]
a. Returns rec. to Division or SSPC for further study.
b. Refers Division rec. to Support Services Planning Committee.
c. Authorizes and schedules mini-feasibility study.
d. Refers rec. from SSPC to Divisions for comment.
SUPPORT SERVICES PLANNING COMMITTEE[2]
1. Reviews existing support programs.
2. Brainstorms about changes in existing programs.
3. Brainstorms about possible new programs.
4. Receives recommendations referred from the Steering Committee and estimates costs of projected changes and their effect on support services.
5. Sends recommendations to Steering Committee arising out of 1, 2, and 3.
1. c.
ACADEMIC DIVISION OR SSPC
1. Conducts mini-feasibility study in consultation with the Dean, support offices, and Divisions.
STEERING COMMITTEE
1. Receives mini-feasibility study.
a. Refers back to Originator for amplification.
b. Authorizes full-blown Feasibility study,[3] or
c. Discontinues consideration of proposal.
1. b.
ACADEMIC DIVISION or SSPC
1. Conducts Feasibility Study in consultation with the Dean, support offices, and Divisions.
STEERING COMMITTEE
1. Receives Feasibility study.
a. Refers study back to Originator for amplification.
b. Refers study to Planning Commission with rec. for disposal.
PLANNING COMMISSION
1. Receives Feasibility Study
a. Brings proposal to Board with recommendation for approval, or
b. Refers proposal back to Steering Committee with recommendations.
BOARD OF DIRECTORS
1. Receives Proposal from Planning Commission.
a. Approves proposal, or
b. Refers proposal back to Planning Commission with recommendation.

[1] President, three Vice-Presidents, Planning Coordinator, and three Division Heads.

[2] President, Dean, CHESS Counselor, Librarian, Registrar, Finance Officer, Development Officer, Admissions Officer, Student Affairs Officer, Chaplain, and Athletic Council Chairman.

[3] Clearance points with Planning Commission

APPENDIX C

II. ASSUMPTIONS PERTAINING TO THE EXTERNAL ENVIRONMENT

These are the assumptions developed by the Workshop as factors and trends which Grand View College cannot change. However, these assumptions will influence decision-making. In planning the future of Grand View College the Commission may find that some are more relevant to Grand View's situation than others.

A. Assumptions related to THE NATIONAL ECONOMY

(Note - Below in C will be found some of the same categories for the more immediate Grand View College area.)

We assume in the case of:

1. Inflation - that inflation will continue at a high rate of 6% to 10%.
2. Employment trends - that unemployment rates will not change substantially and that employment trends and job opportunities will require a combination of liberal arts and technical training in many cases.
3. Donors to higher education - that the rate of giving to higher education (by private individuals and foundations) will increase but there was some doubt that this will keep pace with inflation.
4. Tax reform - that no major tax reform will occur that will appreciably affect Grand View College.
5. International affairs - that no problems will develop at the international level which will affect Grand View's planning.
6. Economic growth - that the real economic growth will be slowed by energy and mineral shortages but will still be substantial and that the stock market will recover to the 900-1000 Dow Jones industrial level with interest rates relatively high.

B. Assumptions pertaining to NATIONAL TRENDS IN HIGHER EDUCATION

We assume in the case of:

1. Public attitude toward higher education - that the attitudes of the public will be less favorable than in the past and that the current trend toward vocationally oriented education will continue.

2. Relationship to social trends - that higher education will continue to supply impetus within society. (Though some believed that higher education tends to follow social trends, the majority felt that higher education will guide social trends and changes to some degree.)

3. Function of education - that a main thrust will be in educating vocationally for social services and health care services.

4. Tax support - that vocational education will continue to receive the tax support it is currently receiving.

5. Curricular trends - that flexibility in curriculum will continue.

6. Continuing Education - that continuing education will remain important to increasing numbers of senior citizens, veterans, housewives, etc.

7. Industry-sponsored training and education - that there will be an increase in training and education sponsored by industry.

8. Enrollment trends - that the traditional pool of potential students will continue to decline.

9. Trends in instructional methods - that the movement away from the formal, traditional classroom structure will continue.

10. Academic governance - that faculty involvement in decision-making has reached a peak and will remain the same or decrease.

11. External education - that giving credit for work and service experience outside the classroom will continue to increase.

12. The "in loco parentis" principle - that the principle of "in loco parentis" is no longer applicable.

13. Governmental legislation - that state and federal legislation will continue to support tuition grants and to focus on the disadvantaged.

C. Assumptions pertaining to THE MORE IMMEDIATE ENVIRONMENT OF GRAND VIEW COLLEGE

We assume in the case of:

1. Drake University and Des Moines Area Community College - that Drake University will not be an economically competitive factor in the future of Grand View and that the liberal arts program at Des Moines Area Community College will continue and probably be expanded.

2. Grand View College enrollment trends (general) - that as a two-year private college, Grand View's enrollment could only decrease, but that a baccalaureate program has definite possibilities for increasing enrollment.

3. Grand View College budget trends - that the budget at Grand View will continue to increase due to inflation and the adding of a baccalaureate program.

4. Financial giving - that instituting a baccalaureate program will encourage financial donors to give to Grand View College.

5. Des Moines area economic picture - that the area will remain economically stable with a relatively healthy economy.

6. Economic-social profile of the Grand View College student body - that Grand View College will continue to draw students primarily from the middle to lower middle class of society.

7. Educational needs of economically or culturally disadvantaged students - that the needs and problems in this area will continue to increase requiring additional facilities, services, and sensitive personnel.

8. Community expectations and needs - that needs of the Des Moines area will make demands upon Grand View College, and the College can take advantage of the potential which exists to meet such needs.

9. Health education - that there is a great potential for developing areas related to health education because of the unmet needs in the Des Moines area.

D. Assumptions pertaining to THE CHURCH CONSTITUENCY

We assume in the case of:

1. Church financial support - that such support will remain at approximately the same dollar level; but will not keep pace with inflation.

2. Expectations of the Lutheran Church in America - that the Lutheran Church in America will continue to nurture its Covenant relationship with Grand View College and that the College will remain aware of its responsibilities to the Church and that this relationship will be especially implemented on the level of the Iowa and Illinois Synods.

3. National trends in survival of church-related colleges - that no nation-wide pattern having relevance for the survival of Grand View is discernible.

E. Assumptions pertaining in particular to THE DEVELOPMENT OF A BACCALAUREATE PROGRAM AT GRAND VIEW COLLEGE

We assume:

1. That there would be a positive benefit to the college community, to the metropolitan area, and to society as a whole from the establishment of a baccalaureate program at Grand View College.

2. That there now exists at Grand View College a strong foundation for the initiation and implementation of a baccalaureate program.

3. That, although problems may exist in the development, implementation, and continuation of a baccalaureate program, the positive benefits of such a program are overriding and are consistent with the official Commitments of the College.

APPENDIX D

ALL groups engaged in ACADEMIC PLANNING will be held accountable for the following goals:

1. Develop with great discretion Certificate, Associate, and Baccalaureate programs in addition to Nursing which seem feasible and are consistent with the purposes of the College, and do not fragment or jeopardize the Nursing program.

3. Explore alternative curricular and teaching models and incorporate into our program those which show great promise.

9. Cooperate with existing agencies in program development.

16. Identify those areas in which work-study and/or field experience arrangements are possible and institute the programs which prove feasible.

17. Foster a curriculum which enriches life for students and faculty and provides an opportunity for personal expression.

19. Determine and adopt ways of encouraging individual creative expression in each course of study.

Under SUPPORT PLANNING, the following assignments have been made:

The Vice-President for Academic Affairs:

1, 3, 9, 16, 17 and 19 as stated above as well as:

4. Maintain a student-faculty ratio less than 20 to 1.

5. Expand and organize library and other media holdings to keep pace with and support curricular development.

6. Encourage faculty development through a sabbatical leave program and tuition grants to the extent possible.

10. Cultivate commitment to service among faculty and staff.

11b. .... advise regarding entering service occupations.

15. Maintain and/or improve academic standards and integrity of the institution.

21. Determine on a continuing basis the needs of church and community in Continuing Education and program accordingly.

The Vice-President for Finance:

8. Maintain and improve physical plant to meet the needs of program development.

12a. Maintain reasonable cost through wise short- and long-range planning, disciplined operation.....

22. Host church, professional and community groups for meetings, workshops, conventions, etc.

The Vice-President for Development:

12b. ... and increased voluntary contributions and grants.

14. Create a pattern for continuing institutional research.

Director of Admissions and Financial Aid:

2. Actively recruit qualified students with varied cultural, economic, and national backgrounds to enhance the learning environment, involving Faculty as much as possible.

7. To maintain an enrollment not to exceed 1000 FTE but sufficient to be academically and fiscally viable.

Director of Student Affairs:

11a. Encourage students to participate in volunteer activities...

13. Upgrade our academic and personal counseling program to minimize student attrition and provide for career counseling and placement services.

18. Foster an appropriate set of co-curricular activities (clubs, projects, etc.) which enrich life for students and faculty and provide opportunity for personal expression.

Campus Ministry:

20. Undertake a study to discover additional ways in which this Commitment (number 7) can influence the curriculum and life of the College.

APPENDIX E

IV. DEVELOPING GENERAL INSTITUTIONAL POLICIES FOR PLANNING PURPOSES

These are general policies developed by the College which set parameters for future planning of a more specific nature. We recommend or project the expectation in regard to:

A. Academic goals - that in implementing the Commitments of Grand View College emphasis continue to be placed on integrating a liberal arts education tradition as a core which should underlie any program which might be developed. This stance is taken because education in the liberal arts is the best way for a student to achieve the following objectives:
   1. Make judgments in an objective manner.
   2. Speak and write the English language effectively.
   3. Have a knowledge of, an appreciation for, and a utilization of our cultural, social, and scientific heritage and contemporary thought.

B. Teaching methods - that a creative learning environment be fostered which would:
   1. Preserve the academic freedom of the instructor.
   2. Encourage creativity and innovative methods of instruction and evaluation.
   3. Promote instructional flexibility and personalism in instructor-student relationships.

C. College calendar - that the present policy of a 4-1-4 pattern be continued, retaining the January Term.

D. Modular scheduling - that continued investigation be carried out on a modular and other innovative methods of scheduling for the regular Fall and Spring semesters.

E. Size of student body - that a maximum size of 1500 day students is recommended; however, we project that, realistically, we will have an FTE enrollment of 850 students by 1979-80 until additional programs are initiated.

F. Make-up of student body:

1. That the percentage of full-time students will remain approximately at 85%.
2. That the percentage of residential students will increase, largely because of the Nursing program.
3. That among students not in the Nursing program the percentage of commuters will increase.
4. That the educational background of students will improve slightly.
5. That there is great potential for developing Continuing Education programs.
6. The demand for student aid and services will increase.
7. That the age range will increase, with greater numbers of older students as a desirable trend.

G. Faculty:

1. That the faculty-student ratio be kept as low as is economically feasible and academically desirable.
2. That there be no quota system or limitation of numbers within the system of faculty rank.
3. That the present policy of "continuing contract" be retained but the term be clarified.
4. That the college re-examine faculty load, taking into consideration the major non-academic and administrative assignments.
5. That salary be tied to a definite schedule of rank with provisions for the cost of living index. We encourage continuation of the generous fringe benefit program.
6. That continued emphasis be placed on teaching with provision for research when interest and time allow.
7. That the policy be reviewed on sabbaticals, or leaves of absence, for the purpose of improving faculty educational background, teaching ability and for obtaining advanced degrees.
8. That the college adopt a policy of encouraging the members of the faculty to apply for grants to fund workshops and educational projects.

H. Supportive staff:

1. That the emphasis be on quality for clerical and maintenance staff and their remuneration be competitive.
2. That additional administrative personnel be employed as need dictates to handle responsibilities of personal and career counseling, job placement, and institutional research and planning.

I. Service to the Community:

1. That the College continue to make facilities available to various church and community groups for meetings, workshops, and conventions when such meetings would not interfere with the basic operations and purposes of the College.
2. That the College continue to sponsor workshops, forums, and cultural events where there are church, community, and school needs and demands, and when the College staff has the expertise and time to conduct such events.
3. That faculty and administrative personnel be encouraged to participate in and contribute to church, school and community projects and services.
4. That students at the College be encouraged to participate in such church, school and community projects and services as their interests and abilities dictate. Such participation can originate through various student campus organizations, regular class projects, or individual initiative.

J. Administrative structure - that the present administrative organization be continued and be reviewed periodically.

K. Physical plant - that the physical plant be maintained in its present reasonably good condition.

L. Budget - that we maintain a balanced budget and new sources of income be sought to make this possible.

M. Tuition - that tuition remain reasonable.

N. Supportive services - that these services to students must improve at a greater rate than the student growth because of current

deficiencies. Areas to be considered are placement, career and personal counseling, social-recreational programs, and food service.

O. Recruitment policies - that the Baccalaureate program be capitalized on for greater efforts in student recruitment.

APPENDIX F

ENROLLMENT PROJECTIONS BY DEPARTMENT

	F71	72	73	74	75	76	77	78	79
ART	163	173	211	169	150	157	167	172	182
ENGLISH	796	641	660	655	623	644	674	684	729
SPEECH	163	116	94	113	151	165	175	180	185
FRENCH	57	31	24	34	30	24	24	24	24
GERMAN	30	19	19	20	18	14	14	14	14
SPANISH	23	16	23	19	17	14	14	14	14
MUSIC	133	106	134	113	101	96	100	102	106
PHYSICAL EDUCATION (Major)	59	56	58	57	57	57	57	57	57
RELIGION AND PHILOSOPHY	170	110	91	112	102	111	151	161	161
MATHEMATICS	342	329	289	297	264	251	251	251	251
PHYSICS	41	39	29	33	30	24	24	29	29
ENGINEERING DRAWING	16	---	5	9	8	8	8	8	8
BIOLOGY	416	375	370	360	350	434	470	519	534
CHEMISTRY	98	106	81	88	108	144	154	159	164
PHYSICAL SCIENCE	52	71	64	58	52	65	65	70	80
BUSINESS	146	97	160	125	119	120	125	130	135
ECONOMICS	257	138	138	165	147	140	140	140	140
EDUCATION	83	73	68	69	51	48	45	48	48
GEOGRAPHY	20	---	9	14	12	11	12	11	11
HISTORY	617	402	350	427	407	428	430	408	408
POLITICAL SCIENCE	149	103	92	108	99	99	114	119	124
PSYCHOLOGY	304	237	240	242	255	319	354	360	374
SOCIOLOGY	443	335	288	330	299	390	399	374	384
NURSING				5	50	165	230	290	305

APPENDIX G

ACADEMIC PLANNING: Dr. Thomas R. Fischer

Humanities	Mrs. Cleo Williamson
Natural Sciences	Dr. Marvin Jessen
Health Professions	Dr. Marvin Jessen
Social Science	Mr. Wilber Williamson
Continuing Education	Rev. Gary Pence
January Term	Miss Heide Haugaard

SUPPORT PLANNING: Mr. Karl F. Langrock

Academic Affairs	Dr. Thomas R. Fischer
1. C.H.E.S.S.	Miss A. Jane Molden
2. Library	Ms. Barbara Burns
3. Registrar	Mr. Kenneth Paulsen
Finance	Mr. Harry Jensen
Development	Mr. Clint Schroeder
Admissions and Financial Aid	Mr. Kenneth Paulsen
Student Affairs	Mr. Lou Yacinich
Campus Ministry	Rev. Gary Pence
Athletic Program	Mr. Harry Jensen

APPENDIX H

LIBRARY FIVE-YEAR PLAN

A. Academic Plan --

1. Cooperation with Telecommunication Department.

   Library will house, catalog and service software, both purchased and that produced by the College. Library will co-operate on the promotion of audio-visuals for instructional purposes, such as housing tapes of lectures.

2. Cultural Affairs.

   Library will co-operate with the faculty on a joint sponsorship of book discussions and/or film discussions to promote cultural emphasis for students and surrounding community.

3. Library Orientation and Promotion.

   Library will promote in-depth library orientation and give consideration to the establishment of a requirement in library orientation patterned after the I.S.U. program.

   It will attempt to reach students with information about the Library through increased publicity in the "Grand Views" plus annotated book lists for the Monthly calendar mailed to students.

4. Impact of Each New Major.

   Library will initiate study by joint faculty/library staff committees regarding impact of a major in that subject field on the book/periodical collection and future acquisitions necessary to support a major.

B. Budgetary Plan --

1. Lounge Furniture and Individual Lighting for Basement Student Lounge.

2. Preparation for the Baccalaureate Program:

   Equipment:

Shelving (35 sections, 90 inch/doublefaced)	about $4,000
Two units of card catalog	about $2,800
Two units of microfilm drawers	about $1,000

(Shelving would displace two double rows of carrels seating 28; carrels to be stored until such time as we have a new addition to the Library. New shelving would raise capacity to around 70,000, which would be reached by 1981 at projected increase rate of 3,000 per year.)

Materials:

1st year request over and above present budget	$10,000*
Annual request for sciences over and above present budget	$ 5,000

(Some study should be given to the need for additional funds for fields related to the nursing baccalaureate, i.e., psychology, sociology. Any new majors added to the curriculum would also necessitate corresponding increases in the materials budget.)

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 20 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

* Also included in Feasibility Study for Nursing Program